



## RE-AIM: Community/School Gardens

This planning and evaluation guide illustrates the five dimensions of the RE-AIM framework: **R**each, **E**ffectiveness, **A**doption, **I**mplementation, and **M**aintenance that will be used for LHD's Policy, Systems and Environment change evaluation and reporting. The RE-AIM framework is useful for planning new interventions, adapting existing interventions, and designing evaluations that assess the potential public health impact of interventions.

**Reach:** Number of people in the target population affected. The extent to which the individuals reached are representative and include those most at risk.

### Coverage:

- Number of SNAP-Ed eligible persons (incomes < 185% Federal Poverty Level (FPL)) in the county\*

### Estimated actual reach:

- Number of persons who worked in, learned in and/or ate from the community/school garden in the year\*
- Number of SNAP-Ed eligible persons (<185% FPL) who worked in, learned in and/or ate from the community/school garden in the year\* (WRO – MT4)
- Demographic characteristics of those who participate in the community/school garden

**Effectiveness:** Measurement of environmental level changes that have been shown to improve individual's nutrition and physical activity.

- # of square feet or acreage for the community/school garden(s)\*
- Estimated pounds of produce grown\*
- # of different edible items grown in the garden\*
- Community gardeners' estimates of amount of money saved as a result of growing food in garden
- # (%) of students/gardeners demonstrate or report improved skills and confidence with gardening
- Community gardeners report learning, improved eating behaviors and increased physical activity

**Adoption:** The number of settings and partners participating in PSE change. The appropriateness of the settings (and partners) for reaching/engaging the target population.

- Number and list of the following who are actively involved in school/community garden
  - individual community members/local champions (youth, parents/caregivers, community members, staff/service providers, leadership/decision makers, local celebrities) *[Record total number involved and number from SNAP-Ed population for each]* \* (WRO - ST5)
  - organizational task forces *[Record number and type of member organizations]* \* (WRO - ST6)
  - other partners not included above *[Record number and type]* \*
- Number of SNAP-Ed settings that change the **food environment** by establishing edible gardens\* (WRO – MT4)
- Number of SNAP-Ed settings that make changes to **food procurement** by utilizing produce from edible gardens \* (WRO – MT4, if applicable)

**Implementation:** Evidence of multi-component PSE interventions that are implemented as intended (all key components are in place and of high quality).

- Number of qualifying community/school gardens that report a multi-component initiative with\*
  - Evidence-based education e.g. garden-based and interactive nutrition education *[describe]*
  - Marketing (including promotion, awareness efforts, etc.) *[describe]*
  - Parent/community involvement *[describe]*
  - Staff training on continuous program and policy implementation *[describe and report number trained]* \* (WRO – LT9)
- Garden has reliable water source, composting area, community space and/or play area\*
- Garden has membership agreement for plots and formal approval for land
- # Master Gardener/gardening skills trainings conducted in the year

**Maintenance:** PSE change is maintained with a sustainability plan and institutional/community support. New barriers are prevented or mitigated.

- Number of SNAP-Ed settings in which community/school edible gardens is maintained or expanded\*
- Institutional or community (non-SNAP-Ed) resources invested in community/school edible gardens (staff, cash, in-kind support) *[calculate percent change for each]* \* (WRO – I3)
- SNAP-Ed resources invested in community/school edible gardens (staff, cash, in-kind support) *[calculate percent change for each]*
- Number of community/school edible gardens with a plan for sustaining, evaluating, and improving\* (WRO – I4)
- Number and types of barriers/challenges prevented or mitigated through program implementation\* (WRO - I5)

\* These are required, core PSE indicators that should be incorporated into final evaluation plan (if applicable to specific PSE).

WRO indicators are from the USDA Western Region SNAP-Ed Nutrition, Physical Activity, and Obesity Prevention Outcomes Evaluation Framework, April 2014  
<http://snap.nal.usda.gov/snap/WesternRegionEvaluationFramework.pdf>

ST represents short-term indicators, MT represents medium-term indicators, LT represents long-term indicators, I represents impact indicators (see framework for specifics for each indicator). These indicators will be compiled at the state level and reported to USDA Western Region.